

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**GLOBAL STUDIES MAGNET PROGRAM**

# **AP HUMAN GEOGRAPHY**

Grade Level: 12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 25, 2008**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

## **Board of Education and Administration**

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## **Curriculum Writing Committee**

Matthew Mopsick

## **Supervisors**

Judith Newins

## **Course Philosophy**

This course will focus on the underlying principles and concepts of the social science of human geography. We will explore the various components that make up the discipline of human geography including development, resource use, urbanization, political geography, and more. We will analyze global politics as well, in an effort to understand how human geography may impact the political and cultural boundaries of the globe. In order to accomplish this task each student will engage in and develop a variety of essential skills including critical and creative thinking, class discussions, cooperative learning, debates, research techniques, portfolio construction, active listening, and a wide variety writing techniques.

## **Course Description**

This course begins with an introductory look at the discipline in general. The initial unit studies how we assess trends in human geography. Included are the basic principles, concepts, and terminology essential to understanding the discipline. Students will then assess human geography in all of its various forms. Students will further understand political geography, development, industrialization, agriculture, services, industry, and other essential concepts. The final unit of this course analyzes mans pursuit of resources and the potential effects this may have for the globe.

**Freehold Regional High School District  
Curriculum Map**

**A.P. Human Geography**

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.6 Geography A1-5	<p>Maps, spatial data, geographic tools and technologies are essential for interpreting human geography human geography trends and realities.</p> <p>Language and ethnicity develop in conjunction with settlement patterns and other geographic variables.</p>	<p>How are contemporary human geography trends measured?</p> <p>Why is it important to measure and assess human geography trends and realities?</p> <p>How are language, ethnicity, and geography interconnected?</p>	<p>Discussion:</p> <p>What may be the benefits of measuring geographic data? What tools are used to measure this data? Significance.</p>	<p>Using modern geographic tools and techniques to assess contemporary American geographic trends.</p>	<p>Culminating lesson essay describing American trends in human geography, incorporating key terminology, and assessing geographic tools and technologies.</p>
World History: 6.3A-D, F-H	<p>Human societies grow and change politically, socially, and culturally in response to geographic variables.</p> <p>Governments are instituted and function in response to geographic realities.</p>	<p>How do political and social changes affect the course of human geography?</p> <p>How do governments dictate major changes in human geographic patterns?</p> <p>How have historical events shaped, and continue to shape, trends in human geography?</p> <p>How has agriculture influenced human civilization and human geography throughout time, as well as currently?</p> <p>How has religion influenced human civilization and human geography throughout time, as well as currently?</p>	<p>Cooperative diagnostic and analysis of pre and post Maps of World War I. Chart findings and present to class.</p>	<p>Based upon both constant and variable geographic data, students create their own unique society and explain the cultural and political changes necessitated by the data they are analyzing.</p>	<p>Multimedia presentation assessing how political changes lead to migratory patterns, use of resources, and changes in socio-political climate in nations that were dramatically impacted in the 20<sup>th</sup> century.</p>

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Geography 6.6B,C,D, and E	Human interaction with the environment affects places and regions in unique ways.	<p>Why are industrial and service centers clustered in particular areas?</p> <p>Why do humans settle in certain areas?</p>	<p>Special Purpose map construction:</p> <ul style="list-style-type: none"> <li>*natural boundaries</li> <li>*regions</li> <li>*climate</li> <li>*resources</li> <li>*industrial</li> <li>*agricultural</li> </ul>	Panel Discussion: Why do metropolitan areas develop in a particular region?	Group regions project assessing industrial/service clusters. Addressing location, place, meaning and significance.
Economy and Society 6.5 B: 2, 4, 8, and 9	MDC's and LDC's are unique entities that define the modern landscape of globalization.	<p>What is fair and free trade and how does it affect human geography?</p> <p>What are the effects of international trading laws on various societies?</p> <p>What are the underlying, defining characteristics of MDC's and LDC's?</p>	Chart analysis of fair and free trade laws currently in effect. Draw conclusions.	Debate: National Economies are independent of international trade practices.	Create infomercial on a specific society and how it is affected by international trade practices.

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**A.P. Human Geography**

<b>Unit Title</b>	<b>Unit Understandings</b>	<b>Recommended Duration</b>
Unit 1: Introduction to Human Geography.	Maps, spatial data, geographic tools and technologies are essential for interpreting human geography trends and realities.  1. Students will understand the basic principles associated with the study of Human Geography as well as the modern benefits the discipline has for society.	4 Weeks
Unit 2: Populations, Migrations, and Settlements.	Human societies grow and change politically, socially and culturally in response to geographic variables.  1. Students will understand that the human, historical and political geography of the world undergoes unique changes due to both natural and man-made conditions.	6 Weeks
Unit 3: Political Geography	Governments are instituted and function in response to geographic realities.  1. Students will understand the modern political boundaries of the contemporary globe and be able to analyze and assess how they came to be this way.	6 Weeks
Unit 4: Language and Ethnicity	Language and ethnicity develop in conjunction with settlement patterns and other geographic variables.  1. Students will be able to assess the role language and ethnicity plays in human geography around the globe.	6 Weeks
Unit 5: Development and Urbanization	MDC's (More Developed Country) and LDC's (Less Developed Country) are unique entities that define the modern landscape of globalization.  1. Students will be able to understand current trends in development and urbanization around the globe.	6 Weeks
Unit 6: The Earth's Resources	Human interaction with the environment affects places and regions in unique ways.  1. Students will understand how man uses the Earth's resources and what that means for future generations.	6 Weeks

**Freehold Regional High School District**  
**A.P. Human Geography**  
**Unit #1: Introduction to Human Geography**

**Enduring Understanding:** Maps, spatial data, geographic tools and technologies are essential for interpreting human geography trends and realities.

**Essential Questions:** How are contemporary human geography trends measured?  
 Why is important to measure and assess human geography trends and realities?

**Unit Goal:** Students will understand the basic principles associated with the study of Human Geography as well as the modern benefits the discipline has for society.

**Duration of Unit:** 4 Weeks

**NJCCCS:** 6.6 A1, 2, 3, 4, 5.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is human geography and what does it teach?</p> <p>What do geographers use to assess and analyze patterns in human geography?</p> <p>Can changes in human geography be measured?</p> <p>What do human geographers use to measure change in modern societies?</p> <p>What role does human geography play in the 21st century?</p>	<p>Students will identify and understand the following terms in a variety of contexts: GPS, GIS, Cartography, Concentrations, Regional Studies</p> <p>Students will explain the role of human geographers in the modern era.</p> <p>Students will describe modern tools human geographers use to assess trends.</p> <p>Students will list and describe key figures in the early study of human geography.</p>	<p>Text: Rubenstein, James. <u>Human Geography. The Cultural Landscape</u></p> <p><a href="http://www.bbc.com/">http://www.bbc.com/</a></p> <p><a href="http://www.cnn.com/">http://www.cnn.com/</a></p> <p><a href="http://www.nytimes.com/">http://www.nytimes.com/</a></p>	<p>Cooperative learning groups analyzing unique technologies used by human geographers and cartographers.</p> <p>‘Geographic Tools’ study and presentation. How human geographers analyze.</p> <p>Lecture/Discussion with daily reflection questions.</p> <p>Map-skills in relation to proper terminology and identification of key global concepts.</p> <p>Graph and chart skills essential to understanding fundamental and core principles of human geography.</p> <p>Career assessment activities and guest speakers...What is Human Geography and what career paths does it offer?</p> <p>Hands-on applications of modern GPS systems.</p>	<p>Objective assessments to measure mastery of terminology essential to understanding human geography.</p> <p>AP style test identifying major terms, concepts, and theories in human geography.</p> <p>Essays dealing with particular tools and technologies.</p> <p>Multi-media presentations dealing with the benefits that proper understanding of human geography can have in contemporary society.</p> <p>Hands-on presentations dealing with GPS technology and the role it is playing in the 21<sup>st</sup> century.</p> <p>Research paper on important questions.</p>

**Suggestions on how to differentiate in this unit:**

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.



**Freehold Regional High School District**  
**A.P. Human Geography**  
**Unit #2: Populations, Migrations, and Settlements**

**Enduring Understanding:** Human societies grow and change politically, socially, and culturally in response to geographic variables.

- Essential Questions:** How do political and social changes affect the course of human geography?  
 How do governments dictate major changes in human geographic patterns?  
 How have historical events shaped, and continue to shape, trends in human geography?  
 How has agriculture influenced human civilization and human geography throughout time, as well as currently?  
 How has religion influenced human civilization and human geography throughout time, as well as currently?

**Unit Goal:** Students will understand that the human, historical and political geography of the world undergoes unique changes due to both natural and man-made conditions.

**Duration of Unit:** 6 Weeks

**NJCCS:** 6.3A-D, F-H. 6.6B,C, and D

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What political events in the 20<sup>th</sup> century have affected human geographic patterns?</p> <p>How are government's creations, histories, and current statuses reflective of human geographic patterns?</p> <p>What types of social, political, and cultural events have historically affected patterns in human geography?</p> <p>How did the advent of agriculture change the complexion of human society?</p> <p>How has religion historically affected the complexion of human society?</p> <p>How can human geography currently deal with large-scale humanitarian crises around the world?</p>	<p>Students will identify various world regions and their unique and unifying characteristics.</p> <p>Students will identify and analyze various historical instances which resulted in shifts in migration trends and overall settlement patterns.</p> <p>Students will identify and understand the following terms in a variety of contexts: Agricultural Revolution, Crude Birth Rate, Crude Death Rate, Density, Demographic Transition, Infant Mortality Rate</p> <p>Ecumene, Natural Increase Rate, Total Fertility Rate, Zero Population Growth</p> <p>Students will evaluate the impact of the Industrial Revolution.</p>	<p>Text: Rubenstein, James. <u>Human Geography. The Cultural Landscape</u></p> <p><a href="http://www.bbc.com/">http://www.bbc.com/</a></p> <p><a href="http://www.cnn.com/">http://www.cnn.com/</a></p> <p><a href="http://www.nytimes.com/">http://www.nytimes.com/</a></p> <p>The New York Times</p> <p>The Wall Street Journal</p> <p>Foreign Affairs Bi-Monthly</p>	<p>Cooperative learning groups for analysis of various regions around the globe.</p> <p>Individual-based, current events research, presentations and discussions addressing various human geography trends in regions across the globe.</p> <p>Lecture/Discussion coupled with daily reflection questions.</p> <p>Cooperative learning groups for research on, construction and presentation of interactive lessons dealing with major historical events and their effect on human geography.</p> <p>Historical readings dealing with ancient agricultural civilizations.</p> <p>Films dealing with current political, cultural, and social issues currently affecting trends in human geography.</p>	<p>Objective assessment identifying various issues around the globe in which fundamental principles of human geography are essential to understanding their roots.</p> <p>AP style, multiple choice test identifying major terms, figures, organizations, and political structures in various regions of study.</p> <p>Paper: Addressing an historical event, period, or crisis that had an impact on human migration or settlement patterns.</p> <p>Research assignment and paper: Investigate the birth and rise of a modern nations' government. Assess human geography factors that led to the rise of the nation and its early growth.</p>

**Suggestions on how to differentiate in this unit:**

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**A.P. Human Geography**  
**Unit # 3: Political Geography**

**Enduring Understanding:** Governments are instituted and function in response to geographic realities.

**Essential Questions:** How do political and social changes affect the course of human geography?

How do governments dictate major changes in human geographic patterns?

How have historical events shaped, and continue to shape, trends in human geography?

How has agriculture influenced human civilization and human geography throughout time, as well as currently?

How has religion influenced human civilization and human geography throughout time, as well as currently?

**Unit Goal:** Students will understand the modern political boundaries of the contemporary globe and be able to analyze and assess how they came to be this way.

**Duration of Unit:** 6 weeks

**NJCCCS:** 6.3F-H, 6.5B 8-9, and 6.6B, C, and D.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the political makeup of the modern world?</p> <p>How did the concept of the state develop?</p> <p>How are political boundaries determined and maintained?</p> <p>What different types of boundaries are used when assessing human geography?</p> <p>How do political entities interact with one another?</p> <p>How does modern terrorism operate within the context of political geography?</p> <p>How have state-less organizations come to power and how do they operate?</p>	<p>Students will identify and understand the following terms in a variety of contexts: Sovereignty, States, City-states, Microstates, Compact States, Landlocked States, Cultural Boundaries</p> <p>Students will describe the rise of the modern state in the contexts of human settlement, migration, and movement.</p> <p>Students will describe the phenomenon of state-less organizations in the 20<sup>th</sup> century.</p> <p>Students will compare and contrast various forms of political organization in the modern world.</p> <p>Students will be able to evaluate and use appropriate technology to research current events and contemporary issues.</p>	<p>Text: Rubenstein, James. <u>Human Geography. The Cultural Landscape</u></p> <p><a href="http://www.bbc.com/">http://www.bbc.com/</a></p> <p><a href="http://www.cnn.com/">http://www.cnn.com/</a></p> <p><a href="http://www.nytimes.com/">http://www.nytimes.com/</a></p>	<p>Lecture/Discussion coupled with daily reflection questions.</p> <p>Create graphic organizers for a variety of purposes.</p> <p>Cooperative learning groups for research, construction, and presentation of state-less organizations in the 20<sup>th</sup> century.</p> <p>Individually based, current events research, portfolio construction, and presentations/discussions on state-less organizations in the 20<sup>th</sup> century</p> <p>Individual internet research on political boundaries that have caused crises in the 20<sup>th</sup> century. (Pakistan-India-Kashmir)</p>	<p>Graphic organizer quiz on the various types of boundaries used by human geographers.</p> <p>AP style objective test identifying major terms and concepts of political geography.</p> <p>Open Ended Writing: How political boundaries are determined.</p> <p>Review Games</p> <p>Current events portfolio on modern terrorist organizations, their foundation, and their appeal.</p> <p>Issues portfolios with self assessments and reflective essays.</p> <p>Film reviews and critiques on pieces dealing with 9/11, al Qaeda, and Hezbollah.</p>

**Suggestions on how to differentiate in this unit:**

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**A.P. Human Geography**  
**Unit # 4: Language and Ethnicity**

**Enduring Understanding:** Language and ethnicity develop in conjunction with settlement patterns and other geographic variables.

**Essential Question:** How are language, ethnicity, and geography interconnected?

**Unit Goal:** Students will be able to assess the role language and ethnicity plays in human geography around the globe.

**Duration of Unit:** 6 weeks

**NJCCCS:** 6.3F-H, 6.5B 8-9, and 6.6B, C, and D.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Where are languages distributed around the globe and where are the major language groups?</p> <p>Why is English the most prevalent language around the globe?</p> <p>What is the function of language and how is it preserved?</p> <p>Where are ethnicities distributed around the globe?</p> <p>What are the reasons for their specific location?</p> <p>Why have ethnic conflicts been so prevalent in the last century?</p> <p>Why has ethnic cleansing become prevalent in the last century?</p>	<p>Students will identify and understand the following terms in a variety of contexts: Dialect, Standard Language, Isogloss, Language Group, Creolized Language, Ideograms, Apartheid, Self-determination, Ethnic Cleansing</p> <p>Students will describe the role that language plays in human societies and throughout human history.</p> <p>Students will be able to evaluate and use appropriate technology to research current events and contemporary issues.</p>	<p>Text: Rubenstein, James. <u>Human Geography. The Cultural Landscape</u></p> <p><a href="http://www.bbc.com/">http://www.bbc.com/</a></p> <p><a href="http://www.cnn.com/">http://www.cnn.com/</a></p> <p><a href="http://www.nytimes.com/">http://www.nytimes.com/</a></p> <p>Appropriate Scenes from the Following Films:  <i>Hotel Rwanda</i> (2004)  <i>Frontline: Ghosts of Rwanda</i> (2004)</p>	<p>Lecture/Discussion coupled with daily reflection questions.</p> <p>Cooperative learning projects and presentations on relevant topics.</p> <p>Individually based, current events research, portfolio construction, and presentations/discussions on current ethnic crises around the globe.</p> <p>Creating and using graphic organizer to demonstrate relevant data.</p> <p>Creating multi-media presentations on relevant topics.</p>	<p>Graphic organizer quiz on various languages from around the globe and how they developed.</p> <p>AP style objective test identifying major terms and concepts dealing with language, ethnicity, and geography.</p> <p>Open ended writing regarding ethnic crises around the globe at various points in time.</p> <p>Create review games using appropriate technology.</p> <p>Develop research thesis on the ethnic crisis in Rwanda and Bosnia in the 1990's.</p> <p>Cumulative mutli-media presentations on historical examples of ethnic crisis and cleansing.</p> <p>Creating a docudrama in cooperative groups.</p>

**Suggestions on how to differentiate in this unit:**

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**A.P. Human Geography**  
**Unit # 5: Development and Urbanization**

**Enduring Understanding:** MDC's (More Developed Country) and LDC's (Less Developed Country) are unique entities that define the modern landscape of globalization.

**Essential Questions:** What is fair and free trade and how does it affect human geography?  
 What are the effects of international trading laws on various societies?  
 What are the underlying, defining characteristics of MDC's and LDC's?

**Unit Goal:** Students will be able to understand current trends in development and urbanization around the globe.

**Duration of Unit:** 6 weeks

**NJCCCS:** 6.6A3, 4, and 5. 6.3 E and F. 6.6C and D. 6.5B2, 4, and 8.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why do countries develop differently?</p> <p>How are MDC's and LDC's distributed around the globe?</p> <p>What issues do LDC's and MDC's face respectively?</p> <p>What characteristics define the nature of MDC's and LDC's?</p> <p>What role does gender play in LDC's and MDC's?</p> <p>Where have urban areas developed globally?</p> <p>What problems do urban areas tend to face?</p> <p>What characteristics define urbanization?</p>	<p>Students will identify and understand the following terms in a variety of contexts: Human Development Index (HDI), MDC/LDC, Primary Sector, Secondary Sector, Tertiary Sector, Gender-related Development (GDI), Gender-empowerment Measure (GEM), Foreign Direct Investment (FDI), Transnational Corporations, Metropolitan Statistical Area, Micropolitan Statistical Area, Concentric Zone Model, Sector Model, Multiple Nuclei Model</p> <p>Students will describe the characteristics of urbanization, both modern and historical.</p> <p>Students will be able to evaluate and use appropriate technology to research current events and contemporary issues.</p>	<p>Text: Rubenstein, James. <u>Human Geography. The Cultural Landscape</u></p> <p><a href="http://www.bbc.com/">http://www.bbc.com/</a></p> <p><a href="http://www.cnn.com/">http://www.cnn.com/</a></p> <p><a href="http://www.nytimes.com/">http://www.nytimes.com/</a></p>	<p>Lecture/Discussion/Reflection</p> <p>Create graphic organizers on differences and similarities of MDC's and LDC's.</p> <p>Cooperative learning groups for research on urbanization trends.</p> <p>Cooperative learning groups for research and creation of multi-media presentations.</p> <p>Individually based, current events research, portfolio construction, and presentations/discussions dealing with inner-city settlement patterns.</p> <p>Cooperative learning groups for construction of a graphic organizer to describe global trends in urbanization.</p> <p>Individual internet research on specific cities in the United States and their issues that pertain to urbanization.</p>	<p>Graphic organizer quiz on the several differences between MDC's and LDC's.</p> <p>AP style objective test identifying major terms, figures, organizations, and political structures.</p> <p>Political cartoon portfolio on selected issue couples with self reflection essay.</p> <p>Debate: Urban vs. Rural as an organizer for societies.</p> <p>DBQ on corruption and rule of law.</p> <p>End of year, cumulative cultural presentations.</p> <p>Current Events Portfolio on countries under study.</p>

**Suggestions on how to differentiate in this unit:**

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.



**Freehold Regional High School District**  
**A.P. Human Geography**  
**Unit # 6: The Earth's Resources**

**Enduring Understanding:** Human interaction with the environment affects places and regions in unique ways.

**Essential Questions:** Why do humans settle in certain areas?

Why are industrial and service centers clustered in particular areas?

**Unit Goal:** Students will understand how man uses the Earth's resources and what that means for future generations.

**Duration of Unit:** 6 weeks

**NJCCCS:** 6.6A3, 4, and 5. 6.3 E and F. 6.6C and D. 6.5B2, 4, and 8.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What resources are essential to man?</p> <p>What resources are being used extensively by man?</p> <p>How do politics affect resource allocation?</p> <p>How does resource use affect the environment?</p> <p>How are resources allocated globally?</p> <p>What problems exist in relation to mans overuse of resources?</p> <p>What alternatives exist for fossil fuel use?</p>	<p>Students will understand the following terms in various contexts: Biomass, Animate/Inanimate Power, Fossil Fuels, Proven/potential Reserves, OPEC, Pollution, Global Warming, Greenhouse Effect, Landfill, Sustainable Development</p> <p>Students will compare and contrast the various alternative energy sources.</p> <p>Students will evaluate and suggest natural resource policies for various world regions.</p> <p>Students will evaluate various attempts by citizens and organizations to combat environmental degradation as a result of fossil fuel use.</p> <p>Students will describe the greenhouse effect.</p> <p>Students will be able to evaluate and use appropriate technology to research current events and contemporary issues.</p>	<p>Text: Rubenstein, James. <u>Human Geography. The Cultural Landscape</u></p> <p><a href="http://www.bbc.com/">http://www.bbc.com/</a></p> <p><a href="http://www.cnn.com/">http://www.cnn.com/</a></p> <p><a href="http://www.nytimes.com/">http://www.nytimes.com/</a></p>	<p>Lecture/Discussion coupled with daily reflection questions.</p> <p>Creating graphic organizers and outlines</p> <p>Cooperative learning groups for research on, construction of, and presentation on alternative energy sources, resource allocation, and the politics of resource distribution, pollution or other relevant issues.</p> <p>Individually based, current events research, portfolio construction, and presentations/discussions.</p> <p>Individual internet research on various unit topics, utilizing appropriate databases.</p>	<p>Graphic organizer quiz on the uses of major resources.</p> <p>AP style objective test identifying major terms and concepts from the unit.</p> <p>Short Answer Quiz: describing resource use, alternative energy sources, etc.</p> <p>Create special purpose maps and demonstrate is use and appropriateness for a designated task.</p> <p>AP style essay on how governments deal with one another in relation to resource usage and allocation.</p> <p>End of year, cumulative presentations and performance assessments.</p> <p>Current Events Portfolio (Greenhouse effect, climate change trends, etc.)</p>

**Suggestions on how to differentiate in this unit:**

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.